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ABSTRACT

A curriculum guide for the visual arts is presented. The goal of elementary and middle school education in the four arts disciplines is the development of basic understanding and skills by every student. In secondary education the aim is to continue a sequential curriculum for those students who study the arts. This document is intended as a guide for local school districts in their development of a detailed K-12 curriculum. Basic skills include requirements such as: (1) awareness that art objects use elements of art and are organized according to principles of design; (2) development of creative thinking and self-expression; (3) appreciation of art and art-related careers; (4) understanding of historical, cultural, and theoretical aspects of the visual arts; and (5) development of a maturing self-concept related to one's own art works and those of others. The basic skills are grouped by grade level followed by specific objectives: (1) Cognitive, elements of art and principles of design; (2) Production, two dimensional art works such as painting and drawing; two three dimensional artworks such as fiber works and package design; three-dimensional artworks such as ceramics and sculpture; (3) Career Awareness, studio artist, designer, architect; (4) Art History and Criticism, skills involving research, description, analysis, evaluation, and interpretation; and (5) Developmental, self-concept, consumer judgment, and use and care of materials. A listing of appropriate studio processes also is included for each grade level. The document concludes with a visual arts glossary. (KM)

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FOREWORD

The arts disciplines of visual arts, music, drama and dance are basic to a complete education. In 1985 the Kentucky State Board of Education approved Arts Education Essential Skills which were published in conjunction with the Kentucky Plan for Comprehensive Arts in Education and sent to all Kentucky school districts. This document is a revision of those visual arts skills.

The goal of elementary and middle school education in the four arts disciplines is the development of basic understanding and skills by every student. The goal of secondary education in the arts is the continuation of a sequential curriculum for those students who study the arts. All districts are encouraged to adopt these skills as a minimum scope and sequence in order to ensure that every student receives a basic sequential education in the arts.

This skills list does not replace any locally developed curriculum. It is intended as a guide for local school districts in their development of a detailed K-12 curriculum. The skills presented are considered basic to a sound educational program for all students. Some adaptations may be considered for students with special needs.

If you have any questions about these skills or any other matter related to arts education, please contact the Division of Curriculum and Staff Development, Unit for Arts and Humanities, Kentucky Department of Education, Capital Plaza Tower, Frankfort, KY 40601 - (502) 564-2106.

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BASIC SKILLS K-12

VISUAL ARTS

Introduction

A program of sequential learning experiences in the visual arts is a basic component of general education provided for students of the Commonwealth of Kentucky. At the secondary school level the Basic Skills go beyond the needs of general education and provide experiences for students having special interests and/or career objectives in the visual arts. The Basic Skills are those which should enable each student to:

- become increasingly aware that utilitarian art and non-utilitarian art objects use elements of art and are organized according to principles of design
- develop creative thinking and self-expression applied to both two-dimensional and three-dimensional studio processes using elements of art and principles of design
- expand knowledge and appreciation of art and art-related careers
- gain an expanding understanding of the historical, cultural and theoretical aspects of the visual arts
- develop a maturing self-concept related to one's own art works and those of others
- develop abilities to make informed personal and public consumer judgments involving art and art-related issues
- demonstrate personal responsibility in caring for the environment
- demonstrate an expanding knowledge of the use and care of art tools, materials and equipment safely and properly.

The Basic Skills are minimum requirements and placed in sequence in order to achieve continuity of instruction from one grade level to the next and to insure that all the skills will be covered. They will aid in the acquisition of a balanced, substantial, common body of knowledge and experiences for the students of Kentucky. The skills have been presented in general terms so that the classroom (non-specialist) teacher may use appropriate processes or materials that best meet the objectives and best serve the individual's needs and situation. A glossary has been included to assist the understanding of terms used herein. The skills are not absolute but should be used as a guide in the development of curriculum. As our schools and programs change revision of the skills will be appropriate in order to meet future challenges.

The Basic Skills are grouped by grade level in the following categories which are followed by specific objectives.

Cognitive:	i.e. elements of art and principles of design
Production:	two-dimensional art works such as drawing, painting, etc.
	two/three-dimensional art works such as fiber works, package design, etc.
	three-dimensional art works such as ceramics, sculpture, etc.
Career Awareness:	i.e. studio artist, architect, designer, etc.
Art History & Criticism:	i.e. skills involving research, description, analysis, evaluation and interpretation
Developmental:	i.e. self-concept, consumer judgment, use and care of materials

A listing of appropriate studio processes is also included for each grade level.

Mastery of the skills in this document will insure a basic education in the visual arts for each student in the Commonwealth. This should enable each individual to develop creative potential, understanding of art concepts, manipulative skills, criteria for making informed aesthetic judgment and an awareness of the significance of art in the day-to-day life of all cultures throughout history.

Kindergarten	VISUAL ARTS	
Focus		**Skills/The student will:**
Cognitive elements of art, principles of design and processes	K.1	Know that line, shape and color are elements of art.
	K.2	Know that art work is organized according to principles of design.
	K.3	Know basic geometric shapes.
	K.4	Know the difference between two-dimensional shapes and three-dimensional forms (mass and volume).
Production processes two-dimensional three-dimensional	K.5	Use line, shape and color to produce art work which shows personal expression.
	K.6	Uses a variety of materials to produce a collage.
	K.7	Use form and texture to produce three-dimensional art work which shows personal expression.
Art History, Culture, Aesthetics and Criticism	K.8	Look at and talk about art work using a limited vocabulary of art terms, i.e., elements of art and principles of design.
Developmental	K.9	Respect one's own art work.
	K.10	Use and care for art tools and materials safely and properly.

Art production at the kindergarten level should include experiences in the two-dimensional processes of drawing, painting, printmaking and collage as well as three-dimensional processes of ceramics, sculpture and fiber.

Grade 1	VISUAL ARTS
Focus	**Skills/The student will:**
Cognitive elements of art, principles of design and processes	1.1 Know that elements of art and principles of design are used in the production of art works. 1.2 Know that line has properties (thick, thin, dark, light, closed, open, etc.) and shows direction (horizontal, vertical, diagonal, curved, etc.) 1.3 Know that texture can be seen (implied and visual texture) and/or felt (actual texture). 1.4 Know basic hues which include primary and secondary colors as well as black, white, gray and brown. 1.5 Know that art expresses emotions and ideas and describes or illustrates experiences. 1.6 Know that movement and rhythm are principles of design and can be created through the use of repetition.
Production processes two-dimensional two-dimensional or three-dimensional three-dimensional	1.7 Use the entire space in two-dimensional art work. 1.8 Use geometric and organic shapes to produce art work. 1.9 Use the two primary colors to mix a secondary color. 1.10 Use pattern/rhythm to produce art work. 1.11 Use space in and around the form to produce three-dimensional art work.
Art History, Culture, Aesthetics and Criticism	1.12 Recognize a variety of art forms and their functions. 1.13 Use selected vocabulary in discussing art work.
Developmental	1.14 Develop a positive self-concept about one's own work and recognize the value of the work of others (peers and artists). 1.15 Continue to use and care for art tools and materials safely and properly.
Art production at the first grade level should include experiences in the two-dimensional processes of drawing, painting, printmaking and collage as well as three-dimensional processes of ceramics, sculpture and fiber.	

Grade 2	VISUAL ARTS	
Focus	**Skills/The student will:**	
Cognitive elements of art, principles of design and processes	2.1	Know that values are the ranges of contrast between light and dark.
	2.2	Know that pattern can create texture in art work.
	2.3	Know that balance (symmetrical and asymmetrical) is a principle of design.
Production processes two-dimensional	2.4	Mix primary, secondary, tertiary and neutral colors to create other colors - tints (lightness), shades (darkness) and intensities (brightness/dullness, etc.)
	2.5	Use a variety of painting tools (brush, sponge, sticks, etc.) and techniques (wet on wet, dry brush, etc.) to produce art work.
three-dimensional	2.6	Use clay, plastic modeling clay or paper to form functional and/or decorative objects.
Art History, Culture, Aesthetics and Criticism	2.7	Use an expanded art vocabulary in discussing a variety of two and three-dimensional art work including representational, nonrepresentational, functional and nonfunctional.
Developmental	2.8	Continue to develop a positive self-concept about one's own work and the value of the art work of others (peers and artists).
	2.9	Continue to use and care for an expanding number of art tools and materials safely and properly.
Art production at the second grade level should include experiences in the two-dimensional processes of drawing, painting, printmaking and collage and the three-dimensional processes of ceramics, sculpture and fiber.		

Grade 3	VISUAL ARTS	
Focus	**Skills/The student will:**	
Cognitive elements of art, principles of design and processes	3.1	Know that emphasis creates a focal point in a work of art.
	3.2	Know the difference between foreground, middle ground and background.
	3.3	Know there are color relationships (monochromatic, analogous, complementary, etc.)
Production processes two-dimensional	3.4	Draw (contour) from observation of natural and man-made forms (still life, landscape, figure, etc.).
	3.5	Use overlapping shapes to produce an illusion of depth in art work.
	3.6	Use size, placement, detail, color, etc. to achieve the illusion of foreground, middle ground and background in art work.
two-dimensional or three-dimensional	3.7	Use size, placement, detail, color, etc. to achieve emphasis (focal point) and subordination in art work.
	3.8	Use a variety of color relationships to produce art work.
three-dimensional	3.9	Produce three-dimensional forms using additive and subtractive processes.
Art History, Culture, Aesthetics and Criticism	3.10	Discuss and evaluate art objects seen at museums, galleries, studios, fairs and exhibitions using appropriate art vocabulary.
	3.11	Discuss significance of computers in the production of art work.
	3.12	Evaluate one's own art work and that of others.
Developmental	3.13	Increase positive self-concept through fulfilling realistic goals in making art work.
	3.14	Continue to use and care for an expanding number of art tools and materials safely and properly.
Art production at the third grade level should include experiences in the two-dimensional processes of drawing, painting, printmaking and collage and the three-dimensional processes of ceramic, sculpture and fiber.		

Grade 4	VISUAL ARTS	
Focus		**Skills/The student will:**
Cognitive elements of art, principles of design and processes	4.1	Know the difference between positive (figure) and negative (ground) space in art work.
	4.2	Know that proportion and distortion are principles of design.
	4.3	Know that transition/gradation is a principle of design and affects eye movement through the art work.
	4.4	Know basic types of letter forms (block, Roman, Gothic, italic, etc.) and that they are used in graphic design.
Production Processes two-dimensional	4.5	Produce gesture and contour drawings from observation.
	4.6	Use the concept of opacity and transparency to produce art work in painting and other media.
	4.7	Use positive and negative space to produce art work in a variety of media.
two-dimensional or three-dimensional	4.8	Use proportional relationships as well as distortion to produce art work.
	4.9	Use basic fiber techniques to produce two and three-dimensional art forms (weaving, stitchery, applique, dyeing, printing, etc.).
	4.10	Construct letter forms and incorporate them in the design and production of a graphic communication (poster, package design, computer graphic, etc.).
three-dimensional	4.11	Produce hand-built ceramic objects (pinch, coil and slab methods).
Art History, Culture, Aesthetics and Criticism	4.12	Study and exhibit an awareness of cultural differences which are evidenced by functional and non-functional art forms.
	4.13	Study about basic types of letter forms (block, Roman, Gothic, italic, etc.) and how they are used in graphic design.
	4.14	Continue to evaluate art work.

Grade 4 (cont.)	VISUAL ARTS
Focus	**Skills/The student will:**
Developmental	4.15 Continue to develop a positive self-concept about one's own work and recognize the value of the work of others (peers and artists). 4.16 Continue to use and care for an expanding number of art tools and materials safely and properly.

Art production at the fourth grade level should include experiences in the two-dimensional processes of drawing, painting, printmaking, graphics and mixed-media. Three-dimensional processes should include ceramics, sculpture and fiber.

Grade 5	VISUAL ARTS	
Focus	**Skills/The student will:**	
Cognitive elements of art, principles of design and processes	5.1	Know that unity and variety are fundamental principles of design.
	5.2	Know that the illusion of three-dimensional space on a two-dimensional surface can be controlled by linear and aerial perspective (modulation of line, value and intensity; size and placement of objects; use of details, texture, etc.).
	5.3	Know that principles of design and elements of art are used in creating functional art forms such as architecture, furniture, clothing, utensils and other consumer products.
	5.4	Know the sculptural processes (additive, subtractive, construction and casting) and forms (relief, free-standing, kinetic).
Production Processes two-dimensional	5.5	Produce two-dimensional art work which shows proportional and spatial relationships among groups of figures, objects and environments.
	5.6	Draw and paint from observation using value relationships to produce highlights and shadows.
	5.7	Use color theory emphasizing relationships in value, hue and intensity to produce paintings, drawings, etc.
two-dimensional or three-dimensional	5.8	Use gesture to imply movement in two and three-dimensional figurative art work.
three-dimensional	5.9	Use a variety of processes (additive, subtractive, constructive, casting) to produce relief, free-standing and kinetic sculptures.
Art History, Culture, Aesthetics and Criticism	5.10	Study about and exhibit an awareness of a variety of sculptural processes including relief, free-standing and kinetic.
	5.11	Understand the relationship of design to community planning.
	5.12	Study books, periodicals and audio-visual materials to increase understanding of art forms.
	5.13	Use evaluative skills in viewing and discussing art forms seen at museums, galleries, studios, fairs and exhibitions.

Grade 5 (cont.)	VISUAL ARTS
Focus	**Skills/The student will:**
Developmental	5.14 Continue to develop a positive self-concept about one's own work and recognize the value of the art work of others (peers and artists). 5.15 Continue to use and care for an expanding number of art tools and materials safely and properly.

Art production at the fifth grade level should include experiences in the two-dimensional processes of drawing, painting, printmaking, graphics and mixed-media. Three-dimensional processes should include ceramics, sculpture and fiber.

Grade 6	VISUAL ARTS	
Focus		**Skills/The student will:**
Cognitive elements of art, principles of design and processes	6.1	Review elements of art and principles of design.
	6.2	Know the composition of basic art materials (i.e. pigment, binder, solvent).
	6.3	Know that printmaking is a reproductive process and understand the difference between original prints and photo-mechanical reproduction.
Production Processes two-dimensional	6.4	Produce a relief print that demonstrates knowledge of positive and negative space.
	6.5	Apply elements of art and principles of design in producing two and three-dimensional art work involving a variety of subject matter.
two-dimensional or three-dimensional	6.6	Use two and three-dimensional design techniques to produce body ornamentation such as masks, jewelry and clothing.
Career	6.7	Understand that art skills are important for success in a variety of careers.
Art History, Culture, Aesthetics and Criticism	6.8	Study about and exhibit an awareness that fundamentals of design were and are used by artists from cultures around the world.
	6.9	Continue to use evaluative skills to interpret art work and compile information about artists, styles, cultures and historical periods.
	6.10	Study about and exhibit an awareness of a variety of sculptural processes (additive, subtractive, construction, casting) and forms (relief, free-standing, kinetic).
Developmental	6.11	Continue to develop a positive self-concept about one's own work and recognize the value of the art work of others (peers and artists).
	6.12	Continue to use and care for an expanding number of art tools and materials safely and properly.

Art production at the sixth grade level should include experiences in the two-dimensional processes of drawing, painting, printmaking, graphics and mixed-media. Three-dimensional processes should include ceramics, sculpture and fiber.

Grade 7	VISUAL ARTS	
Focus	**Skills/The student will:**	
Cognitive elements of art, principles of design and processes	7.1	Review elements of art and principles of design and apply them to producing two and three-dimensional art work.
	7.2	Know about basic photographic processes and that photography can be an art form.
Production Processes two-dimensional or three-dimensional	7.3	Refine the use of fundamental skills in drawing, painting, printmaking, photography, sculpture, ceramics and fiber processes.
	7.4	Use hand-building and/or wheel throwing methods to produce clay vessels.
	7.5	Conceive, plan and construct an original model for a functional space (workroom, bedroom, home, garden, zoo, etc.).
Career	7.6	Examine a variety of art and art-related careers.
Art History, Culture, Aesthetics and Criticism	7.7	Understand the significance of artists' role in a society and how their art meets the needs of society.
	7.8	Understand the relationship of design to the conception, planning and production of utilitarian and non-utilitarian forms.
	7.9	Continue to use evaluative skills to interpret art work and compile information about artists, styles, culture and historical periods.
Developmental	7.10	Use knowledge of design in making informed consumer judgments.
	7.11	Understand personal responsibility for designing, preserving and improving the environment.
	7.12	Continue to develop a positive self-concept about one's own work and the value of the art work of others (peers and artists).
	7.13	Continue to use and care for an expanding number of art tools and materials safely and properly.
Art production for seventh grade level should include both two-dimensional and three-dimensional processes. Drawing, painting, printmaking, graphics, mixed-media, ceramics, sculpture, film, photography and jewelry could be processes experienced by the seventh grade student.		

Grade 8	VISUAL ARTS	
Focus		**Skills/The student will:**
Cognitive elements of art, principles of design and processes	8.1	Review and refine the use of elements of art and principles of design in producing two and three-dimensional art work.
	8.2	Review illusionistic skills.
	8.3	Know the importance of film, video techniques and equipment in production of art forms.
Production Processes two-dimensional	8.4	Develop art work using illusionistic skills while emphasizing point of view.
	8.5	Use the basic techniques of animation to develop hand-produced and/or computer-generated images (story board, computer program, flip book, single frame camera, etc.).
two-dimensional or three-dimensional	8.6	Design and or produce art works involving the environment, i.e. set design, sculpture garden.
	8.7	Produce art work evoking a variety of moods and emotions.
	8.8	Produce textile/fiber forms using elements of art and principles of design.
three-dimensional	8.9	Use two or more media to create integrated and unified art forms.
Career	8.10	Continue to expand the study of art and art-related careers (advertising, fashion, film, television, etc.).
Art History, Culture, Aesthetics and Criticism	8.11	Using principles of design and elements of art to analyze a variety of historical and contemporary art forms (including architecture, body ornamentation, utensils, painting, drawing, sculpture, film, video, etc.).
Developmental	8.12	Continue to use knowledge of design in making personal and public consumer judments.
	8.13	Continue to develop a positive self-concept about one's own work and recognize the value of the art work of others (peers and artists).
	8.14	Continue to demonstrate personal responsiblity for designing, preserving and improving the environment.

Grade 8 (cont.)	VISUAL ARTS
Focus	**Skills/The student will:**
Developmental (cont.)	8.15 Become more aware of the complexity of art tools and equipment as well as the need to care for them properly and safely.

Art production at the eighth grade level should include both two-dimensional and three-dimensional processes. In addition to selections from drawing, painting, printmaking, graphics, mixed-media, ceramics, sculpture, fiber, photography and jewelry students could experience environmental design, computer art, film, video, body ornamentation and animation.

Grade 9	VISUAL ARTS	
Focus	**Skills/The student will:**	
Cognitive elements of art, principles of design and processes	9.1	Review and know elements of art and principles of design.
	9.2	Know that photography is an art form which uses the techniques of composing, developing, enlarging, etc. to create an image.
	9.3	Know the different printmaking processes; relief, intaglio, stencil, mono-print, etc.
Production Processes two-dimensional or three-dimensional	9.4	Refine ability to use elements of art and principles of design to produce art work in the six major areas of concentration: drawing, painting, printmaking, ceramics, sculpture and textiles.
two-dimensional	9.5	Refine skills in production of both illusionistic and abstract drawings and paintings using a variety of media.
	9.6	Use knowledge of relief, intaglio and serigraphic printmaking processes and make an edition using at least one of them.
three-dimensional	9.7	Refine knowledge and skills in the textile processes including dyeing, printing, knotting, stitching and weaving.
	9.8	Refine knowledge and skills in the ceramic arts including surface decoration, glazing, firing, hand- building and wheel throwing.
	9.9	Refine knowledge and skills in additive, subtractive, constructive and casting sculptural processes.
Career	9.10	Continue to study art and art-related careers and communicate with available community artists.
	9.11	Preserve, document and present art works (matting, mounting, portfolio preparation, photographic documentation and exhibition).

Grade 9 (cont.)	VISUAL ARTS
Focus	**Skills/The student will:**
Art History, Culture, Aesthetics and Criticism	9.12 Review and refine evaluative skills in art history and criticism emphasizing the use of symbols in various cultures. 9.13 Observe and evaluate art being produced in the community.
Developmental	9.14 Continue to use art knowledge in making personal and public consumer judgments. 9.15 Demonstrate personal responsibility for preserving and improving environment. 9.16 Continue to develop a positive self-concept about one's own work and recognize the value of the art work of others (peers and artists). 9.17 Become more aware of the complexity of art tools and equipment as well as the need to care for them properly and safely.

Grade nine art processes should include ceramics, drawing, fiber, painting, printmaking and sculpture and may include environmental design, computer art, film, graphics, jewelry, performance, photography, mixed-media and video.

Grade 10	VISUAL ARTS
Focus	**Skills/The student will:**
Cognitive elements of art, principles of design and processes	10.1 Review elements of art and principles of design while applying them to teacher assigned/student generated art projects. 10.2 Know the characteristics of an expanded variety of painting media (acrylic, oil, casein, watercolor, tempera, etc.) and processes (staining, glazing, impasto) in addition to non-traditional materials. 10.3 Know the characteristics of a variety of papers and handmade paper processes. 10.4 Know how to use library resources and art texts to expand knowledge of studio art processes.
Production Processes two-dimensional or three-dimensional three-dimensional	10.5 Continue to refine the ability to use elements of art and principles of design in producing art works in the six major areas of concentration: drawing, painting, printmaking, ceramics, sculpture and textiles. 10.6 Develop personal imagery in at least two two-dimensional and two three-dimensional media listed for this grade level. 10.7 Produce graphic designs intended for consumer products. 10.8 Use advanced sculptural processes such as forming, fabricating, casting, soldering, cutting, etching and stamping in producing three-dimensional art forms.
Career	10.9 Identify skills for both career and leisure time activities in art areas. 10.10 Communicate with available community artists. 10.11 Continue to preserve and present art works for exhibition and portfolio.
Art History, Culture, Aesthetics and Criticism	10.12 Research historical, cultural and philosophical backgrounds of art forms in order to differentiate among fads, trends, periods and styles. 10.13 Critique own work and works of others using expanded art vocabulary.

Grade 10 (cont.)	VISUAL ARTS
Focus	**Skills/The student will:**
Developmental	10.14 Continue to use art knowledge in making personal and public consumer judgments. 10.15 Demonstrate personal responsibility for preserving and improving the environment. 10.16 Continue to develop a positive self-concept about one's own work and recognize the value of the art work of others (peers and artists). 10.17 Continue to use and care for expanding number of art tools and materials safely and properly.

Tenth grade processes may include ceramics, environmental design, computer art, drawing, fiber, film, graphics, jewelry, mixed-media, painting, performance, photography, printmaking, sculpture and video.

Grade 11	VISUAL ARTS
Focus	**Skills/The student will:**
Cognitive elements of art, principles of design and processes	11.1 Apply the understanding of elements of art and principles of design to production of art work in the chosen areas of concentration.
Production Processes two-dimensional or three-dimensional	11.2 Refine production skills and techniques in areas of concentration. 11.3 Use proper/professional methods of presenting and documenting art work (matting, mounting, slides, photographs, film, framing, etc.).
Career	11.4 Conduct research related to studio processes, historical/cultural concerns and career areas of concentration. 11.5 Conduct research related to post secondary opportunities in career and education. 11.6 Concentrate efforts on developing scholarly materials and/or a balanced portfolio for presentation (exhibition, papers, film, books, etc.) for advanced placement courses, possible post secondary school acceptance and for scholarship consideration.
Art History, Culture, Aesthetics and Criticism	11.7 Continue research in order to develop a broader understanding of cultural, historical and philosophical backgrounds of various art disciplines and processes. 11.8 Continue to critique own work and the work of others using an expanded art vocabulary in a sophisticated and formal manner.
Developmental	11.9 Continue to use art knowledge in making personal and public consumer judgments. 11.10 Continue to demonstrate personal responsibilities for designing, preserving and improving the environment. 11.11 Continue to develop a positive self-concept about one's own work and value the art work of others (peers, artists).

Grade 11 (cont.)	VISUAL ARTS
Focus	**Skills/The student will:**
Developmental (cont.)	11.12 Continue to use and care for an expanding number of art tools and materials safely and properly.

The eleventh grade student should choose an area or areas of concentration which may include the processes of environmental design, computer art, ceramics, drawing, fiber, film, graphics, jewelry, mixed-media, painting, performance, photography, printmaking, sculpture and video.

Grade 12	VISUAL ARTS
Focus	**Skills/The student will:**
Cognitive elements of art, principles of design and processes	12.1 Continue to apply the understanding of elements of art and principles of design to develop a chosen area or areas of concentration.
Production Processes two-dimensional or three-dimensional	12.2 Focus production skills and techniques in selected areas of concentration. 12.3 Use proper /professional methods of presenting and documenting art work (matting, mounting, slides, photographs, films, framing, etc.) for exhibition and portfolio.
Career	12.4 Concentrate efforts on developing scholarly materials and/or a balanced portfolio for presentation (exhibition, papers, film, books, etc.) for advanced placement courses, possible post secondary school acceptance and for scholarship consideration (art history papers, exhibition, books, video, etc.). 12.5 Identify and use community resources including individuals to help develop a chosen area or areas of concentration and career options.
Art History, Culture, Aesthetics and Criticism	12.6 Possess basic knowledge of the chronological sequence of art history (Western, non-Western, folk, etc.). 12.7 Pursue scholarly research in art history. 12.8 Assume a major role in the critique of own work and that of others.
Developmental	12.9 Assume a major responsibility for initiating, producing, evaluating, presenting and documenting one's own work as well as meeting deadlines, using available resources and attending appropriate functions and ceremonies. 12.10 Show leadership in working with peers (assist in projects, give demonstrations, etc.). 12.11 Become involved in community and school art-related activities and issues.

Grade 12 (cont.)	VISUAL ARTS
Focus	**Skills/The student will:**
Developmental (cont.)	12.12 Demonstrate substantial knowledge and care in using tools and equipment and provide assistance in their use.

Twelfth grade art processes may include environmental design, computer art, ceramics, drawing, fiber, film, graphics, jewelry, mixed-media, painting, performance, photography, printmaking, sculpture and video.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

ELEMENTS

	The student will:	
K	1.	Know that line, shape and color are elements of art.
	2.	Know basic geometric shapes.
	3.	Know the difference between two-dimensional shapes and three-dimensional forms (mass and volume).
1	1.	Know that elements of art and principles of design are used in the production of art works.
	2.	Know that line has properties (thick, thin, dark, light, closed, open, etc.) and shows direction (horizontal, vertical, diagonal, curved, etc.).
	3.	Know that texture can be seen (visual texture) and/or felt (actual texture).
	4.	Know basic hues which include primary and secondary colors, as well as black, white, gray and brown.
	5.	Know that art expresses emotions and ideas and describes or illustrates experiences.
2	1.	Know that value is the range of contrast between light and dark.
3	1.	Know various color relationships (monochromatic, analogous, complementary, etc.).
4	1.	Know the difference between positive (figure) and negative (ground) space in art work.
5	1.	Know that the illusion of three-dimensional space on a two-dimensional surface can be controlled by linear and aerial perspective (modulation of line, value and intensity; size and placement of objects; use of details, texture, etc.).
	2.	Know that principles of design and elements of art are used in creating functional art forms such as architecture, furniture, clothing, utensils and other consumer products.
	3.	Know the sculptural processes (additive, subtractive, construction and casting) and forms (relief, free-standing and kinetic).
6	1.	Review elements of art and principles of design.
7	1.	Review elements of art and principles of design and apply them to producing two and three-dimensional art work.
8	1.	Review and refine the use of elements of art and principles of design in producing two and three-deimensional art work.
	2.	Review illusionistic skills.
9	1.	Review and know elements of art and principles of design.
10	1.	Review elements of art and principles of design while applying them to teacher assigned/student generated art projects.
11	1.	Apply the understanding of elements of art and principles of design to production of art work in the chosen areas of concentration.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

ELEMENTS (cont.)

	The student will:	
12	1.	Continue to apply the understanding of elements of art and principles of design to develop a chosen area or areas of concentration.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

PRINCIPLES

The student will:		
K	1.	Know that art work is organized according to principles of design.
1	1.	Know that elements of art and principles of design are used in the production of art works.
	2.	Know that movement and rhythm are principles of design and can be created through the use of repetition.
	3.	Know that art expresses emotions and ideas and describes or illustrates experiences.
2	1.	Know that pattern can create texture in art work.
	2.	Know that balance (symmetrical and asymmetrical) is a principle of design.
3	1.	Know that emphasis creates a focal point in a work of art.
	2.	Know the difference between foreground and background.
4	1.	Know that proportion and distortion are principles of design.
	2.	Know that transition/gradation is a principle of design and affects eye movement through the art work.
5	1.	Know that unity and variety are fundamental principles of design.
	2.	Know that the illusion of three-dimensional space on a two-dimensional surface can be controlled by linear and aerial perspective (modulation of line, value and intensity; size and placement of objects; use of details, texture, etc.).
	3.	Know that principles of design and elements of art are used in creating functional art forms such as architecture, furniture, clothing, utensils and other consumer products, etc.
6	1.	Review elements of art and principles of design.
7	1.	Review elements of art and principles of design and apply them to producing two and three-dimensional art work.
8	1.	Review and refine the use of elements of art and principles of design in producing two and three-dimensional art work.
	2.	Review illusionistic skills.
9	1.	Review and know elements of art and principles of design.
10	1.	Review elements of art and principles of design while applying them to teacher assigned/student generated art projects.
11	1.	Apply the understanding of elements of art and principles of design to production of art work in the chosen areas of concentration.
12	1.	Continue to apply the understanding of elements of art and principles of design to the production in the chosen area or areas of concentration.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

ART HISTORY

The student will:		
K	1.	Look at and talk about art work using a selected vocabulary of art terms, i.e., elements of art and principles of design.
1	1.	Know that art expresses emotions and ideas and describes or illustrates experiences.
	2.	Recognize a variety of art forms and their functions.
	3.	Use selected vocabulary in discussing art work.
2	1.	Use an expanded art vocabulary in discussing a variety of two and three-dimensional art work including representational, nonrepresentational and functional.
3	1.	Discuss and evaluate art objects seen at museums, galleries, studios, fairs and exhibitions using appropriate art vocabulary.
	2.	Discuss significance of computers in the production of art work.
4	1.	Study and exhibit an awareness of cultural differences which are evidenced by functional and nonfunctional art forms.
	2.	Study about basic types of letter forms (block, Roman, Gothic, italic, etc.) and how they are used in graphic design.
	3.	Continue to evaluate art work.
5	1.	Study about and exhibit an awareness of a variety of sculptural processes including relief, free-standing and kinetic.
	2.	Understand the relationship of design as applied to community planning.
	3.	Study books, periodicals and audio-visual materials to increase understanding of art forms.
	4.	Use evaluative skills in viewing and discussing art forms seen at museums, galleries, studios, fairs and exhibitions.
6	1.	Study about and exhibit an awareness that fundamentals of design were and are used by artists from cultures around the world.
	2.	Continue to use evaluative skills to interpret art work and compile information about artists, styles, cultures and historical periods.
	3.	Study about and exhibit an awareness of a variety of sculptural processes (additive, subtractive, construction and casting) and forms (relief, free-standing and kinetic).
7	1.	Understand the significance of artists' role in society and how their work meets its needs.
	2.	Understand the relationship of design to the conception, planning and production of utilitarian and non-utilitarian forms.
	3.	Continue to use evaluative skills to interpret art work and compile information about artists, styles, culture and historical periods.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

ART HISTORY (cont.)

The student will:		
7	4.	Know about basic photographic processes and that photography can be an art form.
8	1.	Use principles of design and elements of art to analyze a variety of historical and contemporary art forms including architecture, body ornamentation, utensils, painting, drawing, sculpture, film, video, etc.
	2.	Know the importance of film, video techniques and equipment in production of art forms.
9	1.	Review and refine evaluative skills in art history and criticism emphasizing the use of symbols in various cultures.
	2.	Observe and evaluate art being produced in the community.
	3.	Demonstrate personal responsibility for designing, preserving and improving environment.
	4.	Know that photography is an art form which uses the techniques of composing, developing, enlarging, etc. to create an image.
10	1.	Research historical, cultural and philosophical backgrounds of art forms in order to differentiate among fads, trends, periods and styles.
	2.	Critique one's own work and works of others using expanded art vocabulary.
	3.	Know how to use library resources and art texts to expand knowledge of studio art processes.
	4.	Demonstrate personal responsibility for designing, preserving and improving the environment.
11	1.	Continue research in order to develop a broader understanding of cultural, historical and philosophical backgrounds of various art disciplines and processes.
	2.	Continue to critique one's own work and the work of others using an expanded art vocabulary in a sophisticated and formal manner.
	3.	Continue to use art knowledge in making personal and public consumer judgments.
	4.	Continue to demonstrate personal responsibilities for designing, preserving and improving the environment.
12	1.	Possess basic knowledge of the chronological sequence of art history (Western, Non-Western, Folk, etc.).
	2.	Pursue scholarly research in art history.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

ART CRITICISM

	The student will:	
K	1.	Look at and talk about art work using a selected vocabulary of art terms, i.e., elements of art and principles of design.
1	1.	Know that art expresses emotions and ideas and describes or illustrates experiences.
	2.	Recognize a variety of art forms and their functions.
	3.	Use selected vocabulary in discussing art work.
2	1.	Use an expanded art vocabulary in discussing a variety of two and three-dimensional art work including representational, nonrepresentational and functional.
3	1.	Discuss and evaluate art objects seen at museums, galleries, studios, fairs and exhibitions using appropriate art vocabulary.
	2.	Discuss significance of computers in the production of art work.
	3.	Evaluate one's own art work and that of others.
4	1.	Study and exhibit an awareness of cultural differences which are evidenced by functional and nonfunctional art forms.
	2.	Continue to evaluate art work.
5	1.	Study about and exhibit an awareness of a variety of sculptural processes including relief, free-standing and kinetic.
	2.	Understand the relationship of design as applied to community planning.
	3.	Study books, periodicals and audio-visual materials to increase understanding of art forms.
	4.	Use evaluative skills in viewing and discussing art forms seen at museums, galleries, studios, fairs and exhibitions.
6	1.	Study about and exhibit an awareness that fundamentals of design were and are used by artists from cultures around the world.
	2.	Continue to use evaluative skills to interpret art work and compile information about artists, styles, cultures and historical periods.
	3.	Study about and exhibit an awareness of a variety of sculptural processes (additive, subtractive, construction and casting) and forms (relief, free-standing and kinetic).
7	1.	Understand the significance of artists' role in society and how their work meets its needs.
	2.	Understand the relationship of design to the conception, planning and production of utilitarian and non-utilitarian forms.
	3.	Continue to use evaluative skills to interpret art work and compile information about artists, styles, culture and historical periods.
	4.	Use knowledge of design in making informed consumer judgments.
	5.	Understand personal responsibility for designing, preserving and improving the environment.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

ART CRITICISM (cont.)

	The student will:	
8	1.	Use principles of design and elements of art to analyze a variety of historical and contemporary art forms including architecture, body ornamentation, utensils, painting, drawing, sculpture, film, video, etc.
	2.	Continue to use knowledge of design in making personal and public consumer judgments.
	3.	Continue to demonstrate personal responsibility for designing, preserving and improving the environment.
	4.	Know the importance of film, video techniques and equipment in production of art forms.
9	1.	Review and refine evaluative skills in art history and criticism emphasizing the use of symbols in various cultures.
	2.	Observe and evaluate art being produced in the community.
	3.	Continue to use art knowledge in making personal and public consumer judgments.
10	1.	Research historical, cultural and philosophical backgrounds of art forms in order to differentiate among fads, trends, periods and styles.
	2.	Critique one's own work and works of others using expanded art vocabulary.
	3.	Know how to use library resources and art texts to expand knowledge of studio art processes.
	4.	Continue to use art knowledge in making personal and public consumer judgments.
	5.	Demonstrate personal responsibility for designing, preserving and improving the environment.
11	1.	Continue research in order to develop a broader understanding of cultural, historical and philosophical backgrounds of various art disciplines and processes.
	2.	Continue to critique one's own work and the work of others using an expanded art vocabulary in a sophisticated and formal manner.
	3.	Continue to use art knowledge in making personal and public consumer judgments.
	4.	Continue to demonstrate personal responsibilities for designing, preserving and improving the environment.
12	1.	Assume a major role in the critique of one's own work and that of others.
	2.	Assume a major responsibility for initiating, producing, evaluating, presenting and documenting one's own work.
	3.	Meet deadlines, use available resources and attend appropriate functions and ceremonies.
	4.	Show leadership in working with peers (assist in projects, give demonstrations, etc.).
	5.	Become involved in community and school art-related activities and issues.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

DRAWING

	The student will:	
K	1.	Use line, shape and color to produce a drawing which shows personal expression.
1	1.	Use the entire space producing drawings that express emotions and ideas and describe or illustrate experiences.
	2.	Use geometric and organic shapes to produce drawings.
	3.	Use the primary colors to mix the secondary color when coloring or painting drawings.
	4.	Use pattern/rhythm to produce drawings.
	5.	Produce drawings that express emotions and ideas and describe or illustrate experiences.
2	1.	Recognizes pattern and balance in drawings.
	2.	Recognize value contrasts in drawings.
	3.	Mix primary, secondary, tertiary and neutral colors to create other colors, tints (lightness), shades (darkness) and intensities (brightness/dullness, etc.) when painting or coloring drawings.
3	1.	Draw (contour) from observation of natural and man-made forms (still life, landscape, figure, etc.).
	2.	Use overlapping shapes to produce an illusion of depth in drawing.
	3.	Use size, placement, detail, color, etc. to achieve the illusion of foreground, middle ground and background in drawings.
	4.	Use size placement, detail, color, etc. to achieve emphasis (focal point) and subordination in drawings.
	5.	Use a variety of color relationships to produce drawings.
4	1.	Produce gesture and contour drawings from observation.
	2.	Use positive and negative space to produce a variety of drawings in various media.
	3.	Use proportional relationships as well as distortion to produce drawings.
	4.	Draw letter forms and incorporate them in the design and production of a graphic communication (poster, package design, computer graphic, etc.).
5	1.	Produce drawings which show proportional and spatial relationships among groups of figures, objects and environments.
	2.	Draw from observation using value relationships to reproduce highlights and shadows.
	3.	Use color theory emphasizing relationships in value, hue and intensity to produce drawings.
	4.	Use gesture to imply movement in figurative drawings.
6	1.	Apply elements of art and principles of design in producing drawings involving a variety of subject matter and media.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

DRAWING (cont.)

	The student will:	
7	1.	Refine the use of fundamental skills in drawing from observation (contour, gesture and value).
	2.	Conceive, plan and draw an original model for a functional space (workroom, bedroom, home, garden, zoo, etc.).
8	1.	Develop drawings using illusionistic skills while emphasizing point of view.
	2.	Use the basic techniques of animation to develop a story board and flip book.
	3.	Design art works involving the environment, (i.e., set design, sculpture garden, etc.).
	4.	Produce drawings evoking a variety of moods and emotions.
9	1.	Refine ability to use elements of art and principles of design to produce drawings.
	2.	Refine skills in production of both illusionistic and abstract drawings using a variety of media.
10	1.	Continue to refine the ability to use elements of art and principles of design in producing drawings.
	2.	Develop personal imagery in drawing.
	3.	Produce graphic designs intended for consumer products.
	4.	Know how to use library resources and art texts to expand knowledge of drawing.
11	1.	Apply the understanding of elements of art and principles of design to the production of drawings.
	2.	Refine production skills and techniques in selected areas of drawing concentration.
	3.	Use proper/professional methods of presenting and documenting drawings (matting, mounting, slides, photographs, film, framing, etc.).
12	1.	Continue to apply the understanding of elements of art and principles of design to the production of drawings.
	2.	Focus production skills and techniques in selected areas of drawing concentration.
	3.	Use proper/professional methods of presenting and documenting drawings (matting, mounting, slides, photographs, films, framing, etc.) for exhibition and portfolio.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

PAINTING

	The student will:	
K	1.	Use line, shape and color to produce paintings which show personal expression.
1	1.	Use the entire space in paintings.
	2.	Use geometric and organic shapes to produce paintings.
	3.	Use the primary colors to mix secondary colors.
	4.	Use pattern/rhythm to produce paintings.
	5.	Produce paintings that express emotions and ideas and describe or illustrate experiences.
2	1.	Mix primary, secondary, tertiary and neutral colors to create other colors, tints (lightness), shades (darkness) and intensities (brightness/dullness, etc.).
	2.	Use a variety of painting tools (brush, sponge, sticks, etc.) and techniques (wet on wet, dry brush, etc.) to produce paintings.
3	1.	Use overlapping shapes to produce an illusion of depth in paintings.
	2.	Use size, placement, detail, color, etc. to achieve the illusion of foreground, middle ground and background in paintings.
	3.	Use size, placement, detail, color, etc. to achieve emphasis (focal point) and subordination in paintings.
	4.	Use a variety of color relationships to produce paintings.
4	1.	Produce gesture and contour drawings from observation as a basis for paintings.
	2.	Use the concepts of opacity and transparency to produce paintings.
	3.	Use positive and negative space to produce paintings.
	4.	Use proportional relationships as well as distortion to produce paintings.
	5.	Construct letter forms and incorporate them in the design and production of a graphic communication (poster, package design, computer graphics, etc.).
5	1.	Produce paintings which show proportional and spatial relationships among groups of figures, objects and environments.
	2.	Paint from observation using value relationships to produce highlights and shadows.
	3.	Use color theory emphasizing relationships in value, hue and intensity to produce paintings.
	4.	Use gesture to imply movement in figurative paintings.
6	1.	Apply elements of art and principles of design to paintings involving a variety of subject matter.
	2.	Use painting techniques to enhance body ornamentation such as masks, jewelry and clothing.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

PAINTING (cont.)

	The student will:
7	1. Refine the use of fundamental skills in painting. 2. Develop paintings using illusionistic skills while emphasizing point of view.
8	1. Use the basic painting techniques to develop hand-produced images, i.e., story board, and flip board. 2. Design and or paint art works involving the environment, i.e., set design and sculpture garden. 3. Produce paintings evoking a variety of moods and emotions.
9	1. Refine ability to use elements of art and principles of design to produce paintings. 2. Refine skills in production of both illusionistic and abstract paintings using a variety of media.
10	1. Know the characteristics of an expanded variety of painting media (acrylic, oil, casein, watercolor, tempera, etc.) and processes (staining, glazing and impasto) in addition to non-traditional materials. 2. Know the characteristics of a variety of papers and handmade paper processes. 3. Continue to refine the ability to use elements of art and principles of design in producing paintings. 4. Develop personal imagery in paintings. 5. Produce graphic designs intended for consumer products. 6. Know how to use library resources and art texts to expand knowledge of painting.
11	1. Apply the understanding of elements of art and principles of design to production of paintings. 2. Refine production skills and techniques in areas of concentration. 3. Use proper/professional methods of presenting and documenting art work (matting, mounting, slides, photographs, film, framing, etc.).
12	1. Continue to apply the understanding of elements of art and principles of design to the production in the chosen area or areas of concentration. 2. Focus production skills and techniques in selected area of painting. 3. Use proper/professional methods of presenting and documenting art work (matting, mounting , slides, photographs, films, framing, etc.) for exhibition and portfolio.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

PRINTMAKING

The student will:		
K	1.	Use line, shape and color to produce prints which show personal expression.
1	1.	Use the entire space to develop designs for prints.
	2.	Use geometric and organic shapes to produce prints.
	3.	Use the primary colors to mix the secondary color in prints.
	4.	Use pattern/rhythm to produce prints.
2	1.	Produce prints that show balance, pattern and contrast.
3	1.	Produce prints from drawings (contour) from observation of natural and man-made forms (still life, landscape, figure, etc.).
	2.	Use overlapping shapes to produce an illusion of depth in prints.
	3.	Use size, placement, detail, color, etc to achieve the illusion of foreground, middle ground and background in prints.
	4.	Use a variety of color relationships to produce prints.
4	1.	Produce gesture and contour drawings from observation to be used as a basis for prints.
	2.	Use positive and negative space to produce prints.
	3.	Use proportional relationships as well as distortion to produce prints.
5	1.	Produce prints which show proportional and spatial relationships among groups of figures, objects and environments.
	2.	Produce prints which are based on drawings from observation using value relationships to produce highlights and shadows.
	3.	Use gesture to imply movement in figurative prints.
6	1.	Produce a relief print that demonstrates knowledge of positive and negative space.
	2.	Apply elements of art and principles of design in producing prints involving a variety of subject matter.
7	1.	Know about basic photographic and print processes and that photography can be an art form.
	2.	Refine the use of fundamental skills in printmaking.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

PRINTMAKING (cont.)

	The student will:
8	1. Develop prints using illusionistic skills while emphasizing point of view. 2. Produce prints evoking a variety of moods and emotions.
9	1. Refine ability to use elements of art and principles of design to produce prints. 2. Know the different printmaking processes, i.e., relief, intaglio, stencil, mono-print, etc. 3. Use knowledge of relief, intaglio and serigraphic printmaking processes and make an edition using at least one of them.
10	1. Know the characteristics of different types of paper used for printmaking and how each affects the process. 2. Continue to refine the ability to use elements of art and principles of design in producing prints. 3. Develop personal imagery in printmaking. 4. Produce graphic designs intended for consumer products. 5. Know how to use library resources and art texts to expand knowledge of printmaking.
11	1. Apply the understanding of elements of art and principles of design to production of prints. 2. Refine production skills and techniques in printmaking. 3. Use proper professional methods of presenting and documenting art work (matting, mounting, slides, photographs, film, framing, etc.).
12	1. Continue to apply the understanding of elements of art and principles of design to the production of prints. 2. Focus production skills and techniques in selected areas of printmaking. 3. Use proper professional methods of presenting and documenting art work (matting, mounting, slides, photographs, films, framing, etc.) for exhibition and portfolio.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

SCULPTURE

	The student will:	
K	1.	Use form and texture to produce sculpture which shows personal expression.
1	1.	Use geometric and organic shapes to produce sculptures.
	2.	Use the primary colors to mix the secondary color to enhance sculptural forms.
	3.	Use pattern/rhythm to enhance sculptural forms.
	4.	Use space in and around the form to produce sculptures.
2	1.	Use clay to form decorative objects.
	2.	Mix primary, secondary, tertiary and neutral colors to create other colors - tints (lightness), shades (darkness) and intensities (brightness, dullness, etc.) in order to enhance sculptural forms.
3	1.	Produce three-dimensional forms using additive and subtractive processes.
	2.	Use size, placement, detail, color, etc. to achieve emphasis (focal point) and subordination in sculptures.
	3.	Use a variety of color relationships to enhance sculptures.
4	1.	Use positive and negative space to produce sculptures in a variety of media.
	2.	Use proportional relationships as well as distortion to produce sculptures.
5	1.	Use a variety of processes (additive, subtractive, constructive and casting) to produce relief, free-standing and kinetic sculptures.
	2.	Use gesture to imply movement in figurative sculpture.
6	1.	Apply elements of art and principles of design to produce sculptures involving a variety of subject matter.
	2.	Use three-dimensional design techniques to produce body ornamentation such as masks, jewelry and clothing.
7	1.	Use hand building and/or wheel-throwing methods to produce sculptural clay forms.
	2.	Conceive, plan and construct an original model for a functional space (workroom, bedroom, home, garden, zoo, etc.).
	3.	Understand personal responsibility for designing, preserving and improving the environment.
	4.	Refine use of sculpture skills.
8	1.	Use the basic techniques of animation to develop clay images (story board, single frame camera, etc.).
	2.	Design and or produce art works involving the environment, i.e., set design, sculpture garden, etc.
	3.	Produce sculptures evoking a variety of moods and emotions.
	4.	Use two or more media to create integrated and unified sculptures.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

SCULPTURE (cont.)

	The student will:	
9	1.	Refine knowledge and skills in additive, subtractive, constructive and casting sculptural processes using elements of art and principles of design.
10	1.	Continue to refine the ability to use elements of art and principles of design in producing sculptures.
	2.	Develop personal imagery in at least two three-dimensional media listed for this grade level.
	3.	Use advanced sculptural processes such as forming, fabricating, casting, soldering, cutting, etching and stamping in producing three-dimensional art forms.
	4.	Know how to use library resources and art texts to expand knowledge of sculpture.
11	1.	Refine production skills and techniques in areas of concentration.
	2.	Use proper professional methods of presenting and documenting art work (mounting, slides, photographs, film, bases suitable for sculptures, etc.).
12	1.	Focus production skills and techniques in selected areas of concentration.
	2.	Use proper professional methods of presenting and documenting art work (mounting, slides, photographs, film, etc.) for exhibition and portfolio.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

CERAMICS

	The student will:	
K	1.	Use form and texture to produce three-dimensional art work which shows personal expression.
1	1.	Use space in and around the form to produce ceramic forms.
	2.	Use geometric and organic shapes to produce ceramic forms.
	3.	Use pattern/rhythm to produce ceramic forms.
2	1.	Use clay to form functional and/or decorative objects.
3	1.	Produce ceramic forms using additive and subtractive processes.
4	1.	Produce hand-built ceramic objects using pinch, coil and slab methods.
5	1.	Use color theory emphasizing relationships in value, hue and intensity to produce decoration for ceramic forms.
	2.	Use gesture to imply movement in figurative ceramic art work.
6	1.	Use three-dimensional design techniques to produce body ornamentation such as masks and jewelry.
	2.	Apply elements of art and principles of design in producing ceramic forms using a variety of subject matter.
7	1.	Refine the use of fundamental skills in ceramics.
	2.	Use hand-building and or wheel-throwing methods to produce clay vessels.
	3.	Conceive, plan and construct an original model for a functional space (workroom, bedroom, home, garden, zoo, etc.).
	4.	Use knowledge of design in making informed consumer judgments.
8	1.	Use two or more media or processes to create integrated and unified ceramic forms.
	2.	Design and/or produce art works involving the environment, i.e., set design, sculpture garden, etc.
	3.	Produce ceramics evoking a variety of moods and emotions.
9	1.	Refine knowledge and skills in the ceramic arts including surface decoration, glazing, firing, hand-building and wheel-throwing.
10	1.	Refine ability to use elements of art and principles of design in producing ceramic forms.
	2.	Know how to use library resources and art texts to expand knowledge of ceramics.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

CERAMICS (cont.)

	The student will:	
11	1.	Refine production skills in ceramics.
	2.	Use proper methods of presentation for ceramics.
12	1.	Focus on area of concentration.
	2.	Present art properly.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

TEXTILES

	The student will:	
K	1.	Use form and texture to produce textile designs which shows personal expression.
1	1.	Use pattern/rhythm to produce textile design.
	2.	Use space in and around the form to produce three-dimensional textile forms.
	3.	Use geometric and organic shapes to produce textile design.
2	1.	Produce textiles that use the primary, secondary and tertiary colors.
3	1.	Draw (contour) from observation of natural and man-made forms (still life, landscape, figure, etc.) as a basis for textile designs.
	2.	Use overlapping shapes to produce an illusion of depth in textile designs.
	3.	Use size, placement, detail, color, etc. to achieve the illusion of foreground, middle ground and background in plans for textile designs.
	4.	Use size, placement, detail, color, etc. to achieve emphasis (focal point) and subordination in textile designs.
	5.	Use a variety of color relationships to produce textile designs.
	6.	Produce three-dimensional textile forms.
4	1.	Use basic fiber techniques to produce two and three-dimensional art forms (weaving, stitchery, applique, dyeing, printing, etc.).
5	1.	Produce textiles which show proportional and spatial relationships among groups of figures, objects and environment.
	2.	Use color theory emphasizing relationships in value, hue and intensity to produce textiles.
6	1.	Produce a relief print that demonstrates knowledge of positive and negative space as a possible motif for a repeat textile design.
	2.	Apply elements of art and principles of design in producing textiles involving a variety of subject matter.
	3.	Use textile techniques to produce body ornamentation such as masks, jewelry and clothing.
7	1.	Refine the use of fundamental skills in fiber processes.
8	1.	Produce textile/fiber forms using elements of art and principles of design.
	2.	Use two or more media to create integrated and unified textile forms.
9	1.	Refine knowledge and skills in the textile processes including dyeing, printing, knotting, stitching and weaving applying the elements of art and principles of design.
10	1.	Continue to refine skills in elements of art and principles of design and two and three-dimensional design as they apply to fiber processes.
	2.	Know how to use library resources and art texts to expand knowledge of textiles.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

TEXTILES (cont.)

	The student will:	
11	1.	Refine skills and techniques as they apply to fiber processes.
	2.	Use proper presentation methods for textiles.
12	1.	Focus on area of concentration .
	2.	Present textiles properly.

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

CAREERS

	The student will:	
K	1.	Look at and talk about art work using a selected vocabulary of art terms, i.e., elements of art and principles of design.
1	1.	Know that art expresses emotions and ideas and describes or illustrates experiences.
	2.	Recognize a variety of art forms and their functions.
	3.	Use selected vocabulary in discussing art work.
2	1.	Use an expanded art vocabulary in discussing a variety of two and three-dimensional art work including representational, nonrepresentational and functional.
3	1.	Discuss and evaluate art objects seen at museums, galleries, studios, fairs and exhibitions using appropriate art vocabulary.
	2.	Discuss significance of computers in the production of art work.
4	1.	Study and exhibit an awareness of cultural differences which are evidenced by functional and nonfunctional art forms.
	2.	Study about basic types of letter forms (block, Roman, Gothic, italic, etc.) and how they are used in graphic design.
	3.	Continue to evaluate art work.
5	1.	Study and exhibit an awareness of a variety of sculptural processes including relief, free-standing and kinetic.
	2.	Understand the relationship of design as applied to community planning.
	3.	Study books, periodicals and audio-visual materials to increase understanding of art forms.
	4.	Use evaluative skills in viewing and discussing art forms seen at museums, galleries, studios, fairs and exhibitions.
6	1.	Understand that art skills are important for success in a variety of careers.
7	1.	Examine a variety of art and art-related careers, such as photography, advertising, etc.
8	1.	Continue to expand the study of art and art-related careers (advertising, fashion, film, television, etc.).
9	1.	Continue to study art and art-related careers and communicate with available community artists.
	2.	Preserve, document and present art works (matting, mounting, portfolio preparation, photographic documentation and exhibition).

VISUAL ARTS BASIC SKILLS STRANDS BY GRADE

CAREERS (cont.)

	The student will:	
10	1.	Identify skills for both career and leisure time activities in art areas.
	2.	Communicate with available community artists.
	3.	Continue to preserve and present art works for exhibition and portfolio.
	4.	Know how to use library resources and art texts to expand knowledge of careers.
11	1.	Conduct research related to studio processes, historical/cultural concerns and career areas of concentration.
	2.	Conduct research related to post-secondary opportunities in career and education.
	3.	Concentrate efforts on developing scholarly materials and/or a balanced portfolio for presentation (exhibition, papers, film, books, etc.) for advanced placement courses, possible post-secondary school acceptance and for scholarship consideration.
12	1.	Concentrate efforts on developing scholarly materials and or a balanced portfolio for presentation (exhibition, papers, film, books, etc.) for advanced placement courses, possible post-secondary school acceptance and for scholarship consideration (art history papers, exhibition, books, video, etc.).
	2.	Identify and use community resources including individuals to help develop a chosen area or areas of concentration and career options.

BASIC SKILLS

VISUAL ARTS

GLOSSARY

Abstract art: Art works which stress the importance of the elements and principles of design rather than recognizable subject matter. (Abstract artists select and then exaggerate or simplify forms suggested by the world around them.) A second definition refers to works having no recognizable subject matter.

Acrylic paint: Pigments mixed with an acrylic vehicle, usually polymer emulsions (plastics). These are water soluble, quick-drying, waterproof when dry and highly resistant to light, gases and acids. Sizing and priming is usually unnecessary. Acrylics will adhere to most painting surfaces.

Additive color: Colors made by using light rays. (See color using light.)

Additive process: A sculptural process by which material is built up (added to) to create a three-dimensional form.

Aerial perspective: (Or atmospheric) A method of showing distance on a flat surface. It involves gradation, i.e. light to dark, bright to dull, distinct to indistinct.

Aesthetics: Branch of philosophy dealing with the study of beauty. It involves elements of art and principles of design as well as psychological, sociological, cultural and historical concepts.

Alkyd paint: Pigments with an alcohol and resin base. They have characteristics similar to oil paints but dry much faster and can be used with oil paints.

Analogous colors: Colors next to each other on the color wheel. (See color relationships.)

Analysis: The critical examination of art works using elements of art and principles of design.

Animation: A sequence of images that create the illusion of movement when photographed and projected one after the other.

Applique: Stitchery technique in which layers of cloth are stitched or glued to a background cloth to form the design.

Appreciation: Recognition of the inherent values of art forms resulting from historical, cultural and aesthetic issues.

VISUAL ARTS GLOSSARY

Aquatint: Intaglio technique resin or asphaltum powder used to produce a tonal or textural surface on a metal plate.

Architecture: Art form involving the design and planned construction of buildings, cities, bridges and environments.

Art criticism: Skill of studying, understanding and judging a work of art (description, analysis, evaluation and interpretation).

Asymmetrical balance: A way of organizing the parts of a design so that one side differs from the other without destroying the overall harmony. Also known as "informal" balance, the two sides are visually equal without being identical.

Atmospheric perspective: See aerial perspective.

Background: Parts of an art work that appear to lie behind images or shapes.

Balance: A principle of design that refers to the visual equalization of elements in a work of art. The art elements are arranged to create a feeling of stability in a work. The weight or size of objects, their placement and colors are all things that are balanced in a work of art. There are two kinds of balance: symmetrical (formal) and asymmetrical (informal).

Basketry: Three-dimensional weaving technique used with fiber or wood to make utilitarian vessels.

Batik: A dying process in cloth or paper using wax-resist to protect areas of the design from coloration.

Binder: A material used to cause pigment to adhere to a surface, such as solutions of gum Arabic for watercolor, egg for tempera, wax for crayons, linseed oil and Damar varnish for oil paint and milk for casein.

Body ornamentation: Adornments or objects made to be worn on the body for symbolic or aesthetic purposes, i.e. jewelry, masks, costumes, etc.

Casein: An opaque water soluble paint with a milk base binder which is highly water resistant when dry.

Casting: A method of reproducing a three-dimensional object by pouring a liquid such as plaster or molten metal into a mold bearing its impression.

Ceramics: Functional and non-functional art forms (glazed or unglazed) made of clay and fired to provide permanency.

Coil pot: A ceramic container made by joining coils of clay.

VISUAL ARTS GLOSSARY

Collage: Art work made of materials attached or glued to a surface, i.e. cut paper, photographs, string, etc.

Collograph: A relief print made by adhering paper, fiber, etc. to a surface and then inking it to pull a print.

Color: A result of the reflection or absorption of light by a surface. The sensation of color is aroused in the brain by response of the eyes to different wavelengths of light. An element of art with three properties: (1) hue, the color's name, e.g., red, yellow, blue, etc. (2) intensity, degree of and strength of a color and (3) value, the lightness or darkness of a color.

- **Additive:** Colors made by using light rays. The primaries are red, blue, green and sometimes violet.
- **Subtractive:** Colors made by using pigments. Primaries are red, yellow and blue.

Color properties: As used in the subtractive system (pigment), color has three properties: hue, value and intensity.

- **hue:** Refers to the name of the actual color (red, yellow, red-violet, etc.).
  - **primary hues:** Red, yellow, blue - hues that cannot be produced by a mixture of other hues but are used to mix all other colors.
  - **secondary hues:** Orange, green, violet - achieved by mixing two primary colors.
  - **intermediate hues:** (Tertiary) Colors achieved by mixing a secondary and an adjacent primary. The primary color always is the first named color of a tertiary hue: red-orange, blue-green, etc.
- **value:** Lightness or darkness
  - **tint:** A high value color made by adding white.
  - **shade:** A low value color made by adding black.
- **intensity:** The purity (brightness or dullness) of a color. Intensity may be controlled by manipulating a surface. For example, smoothing a surface should brighten it while roughing a surface should dull it. Intensity may also be controlled by the mixing of colors. It may be changed by diluting a color, adding white or black, or adding other hues.

  Each hue is inherently more intense at a particular place on the value and hue scales. For example, yellow is pure when at

intensity (cont.) a high level on the value scale. Blue is in contrast, usually pure when at a lower level on the value scale . A hue may also have its intensity changed by the addition of another hue such as its complement. For example, yellow may be dulled by the addition of its complement, violet.

Color relationships: (schemes or families) Groupings of colors that have certain likenesses or differences.

- **monochromatic:** Consisting of variations of a single hue and using black and white
- **complementary:** Any two colors that are opposite each other on the color wheel. When mixed, they will tend to subdue the intensities and produce a grayed hue, when placed side by side they produce optical vibrations.
- **analogous:** Colors closely related, neighbors on the color wheel, i.e. yellow, yellow-orange, and orange) with no more than 1/3 ratio of the color wheel.
- **triadic:** Three colors equal distance from each other on the color wheel forming an equilateral triangle, i.e. (red, yellow and blue), (orange, green and violet) and (red-orange, yellow-green and blue-violet).
- **cool:** Colors usually associated with water, the sky and foliage such as green, blue and violet. They appear to recede in space.
- **warm:** Colors usually associate with fire, the sun, the earth such as red, orange and yellow. They appear to advance in space.

Color wheel: Primary, secondary and intermediate (tertiary) colors as they appear on a circular or hexagonal chart.

Complementary colors: Any two colors that are located opposite each other on a color wheel. When mixed together they should produce neutral gray. When placed side by side, they produce optical vibrations.

Composition: The ordered arrangement of elements (colors, shapes, lines, etc.) in a work of art, usually according to the principles of design.

Computer art: Graphic images, still or animated, which are designed and produced by using a computer.

VISUAL ARTS GLOSSARY

Contour: A continuous line that follows the edge of a form.

Contrast: See principles of design.

Cool colors: Blue, green and violet. (See color relationships.)

Critique: To analyze and evaluate the quality of an art work.

Crosshatching: Shading done by drawing closely set parallel lines that crisscross. Crosshatching is used to imply light and shadow in drawings, paintings and engravings.

Culture: Deals with the aesthetic, psychological, sociological and historical aspects of our lives that enrich them with beauty and satisfaction. The sum total of ways of living by a group of human beings and transmitted from one generation to another.

Design: The organization, plan or composition of a work of art. An effective design is one in which elements and principles have been combined to achieve an overall sense of unity. May also be used as a verb.

Dimension: Amount of space an object takes up in one direction. The three dimensions are length, width and depth.

Drawing: The making of an image on a surface by any instrument capable of marking such as a pencil, crayon, pen or brush.

Dry point: Intaglio technique in which a sharp needle scratches the plate, creating a burr that yields a characteristically soft and velvety line in the final paint.

Elements of art: The basic components of visual communication. They include line, space, shape, form, texture, value and color (definition may be found by alphabetical listing).

Emphasis: See principles of design.

Engraving: The process of incising lines into a surface to create an image. Also, a print made by inking such an incised surface. (See intaglio.)

Etching: An intaglio print made by using acid to incise the lines in the printing plate that has first been covered with a wax ground.

Fiber: A natural or synthetic filament, such as cotton or nylon, which can be used in the construction of textiles.

Fiber processes: Art processes using fibers which may be used to produce two or three-dimensional forms such as stitchery (applique or trapunto), weaving (loom or off-loom), basketry, macrame and dying (tie-dyeing or batik).

Flip book: A sequential collection of drawings that can be flipped through quickly to illustrate animation.

Flux: A substance used for bonding one surface to another such as in soldering or ceramic glazing.

Focal point: That area at which the emphasis is greatest (center of interest).

Foreground: Images closest to the viewer in a composition.

Form: An element of design that is three-dimensional and encloses volume.

Free form: Invented or improvised form.

Free standing sculpture: A three-dimensional art work that may be viewed from 360 degrees.

Geometric shapes/ forms: Mechanical shapes or forms such as squares, triangles, circles, spirals, pyramids and cubes.

Gesture: That which captures the essence of an image without detail - usually quick and spontaneous.

Glazing: In ceramics, the thin coating of silica, pigments, flux and additives which provides a glossy or mat finish that waterproofs and decorates the piece. In painting, a transparent mixture of pigment dissolved in a vehicle (such as linseed oil and Damar varnish mixed with turpentine) that changes the color of previously painted surfaces. Traditionally, layers of glazes are used to achieve luminosity.

Gradation/ transition: See principles of design.

Graphics: Used here to denote visual communication which uses commercial printing/reproductive processes in both two and three-dimensional presentations.

Harmony/unity: See principles of design.

Hatch: A value technique of shading using sets of parallel lines. (See crosshatching.)

Hue: The name of the actual color, i.e. red, blue, blue-violet, etc. (See color properties.)

Illusionistic skills: The ability to render on a two-dimensional surface the illusion of a three-dimensional image.

Imagery: The visual representation of the subject, shape or form.

Impasto: A thick heavy application of paint made by using a brush or palette knife.

Intaglio: A printmaking technique which transfers ink from areas cut into the surface of a plate (etched, engraved or scratched) onto paper, resulting in a print. The process usually requires the use of a press. Metal or plexiglas plates may be used. (See aquatint, dry point and mezzotint.)

Intensity: The brightness and dullness of a color. (See color properties.)

Intermediate color: Tertiary color. Hues produced by mixing a primary color with a secondary color located next to it. (See color properties - hue.)

Interpretation: The understanding of works of art and their styles in relation to their cultural, historical and aesthetic context.

Kiln: An oven capable of controlled high temperatures in which clay, metal or glass objects are fired or baked.

Kinetic sculpture: Sculptural form designed to move (mobiles, stabiles and constructions).

Line: An identifiable path of a point moving in space. Lines may vary in character, width, direction and length. A line may define contour.

Linoleum cut: A relief print similar to a wood cut but using linoleum which is easy to cut and has no grain.

Linear perspective: A system of drawing or painting using line in which the artist attempts to create the illusion of depth on a flat surface. The lines of buildings and other objects in a picture are slanted inward making them appear to extend back into space. If lengthened, in one point perspective, these lines will meet at a point along an imaginary horizontal line representing the eye level. Images appear to recede and decrease in size as they approach the horizon line.

Lithography: A method of printing from a prepared flat stone or metal plate. A drawing is made on the stone or plate with a greasy crayon and then washed with water. When ink is applied, it sticks to the greasy drawing but runs off the wet surface, allowing a print (lithograph) to be made of the drawing. There is also a commercial process using photo-mechanical reproduction called offset lithography which does not produce original art prints.

Loom: Frame used to hold the warp threads of a weaving.

Macrame': A process of constructing objects (clothes, purses, wall hangings, etc.) with the use of knots. Lace making and netting are also forms of fabric construction using knots.

Mass: The bulk or quantity of matter. In order to have mass, an object must exist in three dimensions--length, width and depth.

Matting: Preparing two-dimensional art work for exhibit. A frame or border is cut from matboard to overlap and surround the art work. This mounting process supports, protects and enhances the image.

Medium: A material used by an artist to produce art such as paint, charcoal or clay. Plural is media. Also, in paint the vehicle which carries pigments is a medium.

Mezzotint: Intaglio technique in which the surface is roughened with a mezzotint rocker so that the plate is worked from dark to light tones.

Middle ground: Space between the foreground and background in a composition.

Mixed-media: The use of more than one material in an art work.

Modeling/shading: Method of arranging light and shadow in two-dimensional art to create the illusion of three-dimensional form.

Monochromatic: Consisting of variations of one hue and using black and white. (See color relationships.)

Monoprint: Planographic print process in which paint or ink is applied to a surface and only one print is pulled from that surface.

Movement: See principles of design.

Museum: A place in the community where art is collected, preserved and placed on view. Works belonging to the museum are not for sale but for study and enjoyment by present and future generations.

Negative space: The area around images in a two or three-dimensional form which defines those objects.

Neutral colors: Black, white, gray (and browns). Colors may be "neutralized" by mixing complements.

Non-Western art: Art forms not derived from traditional European origins, i.e. African, Asian, Native American and Oceanic.

Opacity: The opposite of transparency. Refers to a surface through which light rays will not pass.

Organic shapes: The opposite of mechanical or geometric shapes. Free form, or derived from nature.

Pattern: See principles of design.

Perspective: The representation of three-dimensional objects on a flat, two-dimensional surface. Perspective is achieved by creating a sense of depth and distance. There are two types of perspective: linear and atmospheric (aerial). (See aerial and linear.)

Pigments: Natural or laboratory prepared chemicals which are combined with liquid vehicles to produce colored paints, dyes and inks.

Pinch pot: A ball of clay pressed or pinched into a vessel.

Planographic: Printmaking process in which the image to be reproduced is drawn, stenciled or painted on a smooth plane.

Pointillism/ stippling: Technique of shading by using patterns of dots.

Point of view/. Vantage Point: Physical perspective. Also, a conceptual attitude taken by an artist toward imagery.

Portfolio: A representative selection of work produced by the artist. Also refers to a flat, portable case for carrying two-dimensional art work.

Positive space: The primary images in a work of art, as opposed to the background or unoccupied space.

Primary colors: Hues that cannot be produced by a mixture of other hues. (See color properties - hue.)

Principles of design: Concepts for organizing elements of art into successful two and three-dimensional art forms. None of these, are absolute, but serve as general guidelines.

balance: The arrangement of the parts of an art work to create a sense of equilibrium. The weight or size of objects, their placement and colors are all balanced in a work of art.

Principles of design (cont.):

contrast: A principle of design that refers to differences in values, colors, textures and other elements to achieve emphasis and/or a center of interest. Contrasting patterns or colors add excitement, drama and interest to a picture.

emphasis: Concerned with dominance. The development of a main idea or focal point. Subordination is also necessary to achieve emphasis.

movement: The arrangement of the parts of a design to create a sense of motion by using lines, shapes, colors and patterns causing the eye to move over the work.

pattern: The repetition of shapes, lines, colors, etc. in a design. The pattern can also be a model or mold designed to be copied.

proportion: The relationships of height, width and depth to the whole. In determining proportions it is necessary to see an image or shape in relationship to its surroundings or how it relates in scale. Proportions may be distorted to heighten the visual effect or emotional quality the artist is attempting to achieve.

rhythm: Implies visual movement of the eye through a design, creating a sense of tempo or beat. It may be achieved through planned arrangement of shapes, colors, textures and lines.

subordination: The opposite of emphasis. While emphasis provides the viewer with a focal point in a composition, subordination moves the eye away to less dominant areas. (See emphasis.)

transition/ gradation: Refers to the combination of elements of art by using a series of gradual change in those elements. Unlike contrast which stresses sudden change in elements, gradation refers to a step by step change. A gradual change from dark to light values or from large to small shapes are examples.

Principles of design (cont.):

unity/ harmony: The quality that is achieved when the art elements and principles of design function together in an integrated way, each supporting the other, in the achievement of a visual harmony.

variety: Refers to a way of combining art elements in involved ways to achieve intricate and complex relationships. Variety is often obtained through the use of diversity and change by artists who wish to increase the visual interest of their work. Themes can be enhanced by variation.

Print: An impression, often in multiples made from a master plate, stone, screen or block, produced and printed by the artist. Printmaking processes include relief (wood block, linoleum block, collograph), intaglio (etching, engraving, aquatint, mezzotint, dry point) and planographic (lithograph, monoprint, stencil, serigraph (silk screen)).

Printmaking: The art of producing prints.

Proportion: See principles of design.

Radial balance: A design based on a circle, with features radiating from a central point.

Relief: Sculptural surface which is not freestanding but projects from a background of which it is a part. High relief or low relief describes the degree of the projection.

Relief print: A print made from a block that has raised surfaces, which are inked to produce the print. (See print.)

Representational: Using identifiable subject matter.

Rhythm: See principles of design.

Sculpture: A three-dimensional form made by carving, modeling, casting or constructing with various materials.

Secondary colors: A mixture of two primary colors (i.e. yellow and red = orange). (See color properties - hue.)

Serigraphy: (Silk screen) A technique by which a print is made through a stencil that has been adhered to a fine mesh cloth screen.

Shade: A low value color made by adding black to a hue. (See color properties - value.)

Shading: Graduated variations in value, often used in drawing, painting and printmaking to give a feeling of volume, form and depth.

Shape: An element of art. It is an enclosed space defined and determined by other art elements such as line, color, value and texture. Shape can be divided into two basic classes: geometric (square, triangle, circle) and organic.

Single frame Camera: A camera used for animated films.

Soldering: Joining of metals together using heat and a flux.

Space: The area in which two or three-dimensional art work is composed. (See positive and negative space.)

Spatial: Existing or occurring in space.

Staining: In painting and textile design, a method of applying pigment whereby it becomes a part of the support or fabric. In ceramics, bisque ware absorbs stain to form a decorative pattern.

Stencil: A planographic print process in which an image is cut away from a stencil (waxed paper, plastic film, etc.). The stencil is placed on the print paper and ink is forced through the stencil.

Story board: Still drawings that show a story's progress for animation. Story boards may serve as outlines for the development of a film.

Subordination: See principles of design.

Subtractive color: See color (using pigment).

Subtractive process: A sculptural process by which material is cut away to create a three-dimensional form.

Symmetrical balance: A way of organizing the parts of a design so that each side equals the other. Also called formal balance.

Tempera: A water-based paint usually opaque that is produced by mixing pigments with a vehicle and binder. Fine temperas incorporate egg yolk as a binder; tempera used in today's classrooms are generally made with a vegetable glue.

Tertiary colors: Intermediate colors. (See color properties - hue.)

Texture: An element of art which refers to surface quality (its smoothness, roughness, softness). Textures are actual or simulated. Actual textures can be felt. Simulated textures are suggested or implied.

Three-dimensional: An art form which has length, width and depth.

Tint: A high value color obtained by adding white to the hue. (See color properties - value.)

Transition/gradation: See principles of design.

Transparency: An effect where one form can be seen through another. The opposite of opaque.

Trapunto: Stuffed areas of a fabric design. Areas could be stuffed or an entire piece could be stuffed with fiber (soft sculpture).

Triadic: See color relationships.

Two-dimensional: Having length and width.

Unity: See principles of design.

Value: An element of art. The degree of lightness or darkness, as compared to white or black. (See color properties - value.)

Variety: See principles of design.

Volume: A three-dimensional shape that occupies a quantity of space. On a flat surface the artist can only create the illusion of volume.

Warm color: See color relationships.

Wash: Ink or paint that is diluted with a solvent to make it more transparent and is sometime applied quickly with large, sweeping brush strokes. Wash drawings could include a large variety of value and hue choices.

Watercolor: Paint that uses water as a medium and gum Arabic as a binder. Transparent watercolor is also called aquarelle. Opaque watercolor uses fillers to achieve opacity. It is also called gouache, designers colors or Chinese watercolor.

Wheel throwing: A ceramic technique in which clay objects are formed on a rotating potter's wheel.

Wood cut: A relief print process in which the image is incised in a block of wood and ink is applied to the raised surface to be reproduced.

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